

# National Workshop on the Achievement(s) of the IR of Iran in Education For Sustainable Development and the Country's Vision Up To 2013

(6 December 2010, Tehran-IR of Iran)



**Iranian National  
Commission for  
UNESCO**



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# Final Report

National Workshop on the Achievement(s) of the IR of Iran in Education For  
Sustainable Development and the Country's Vision Up To 2013”

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## **Preface**

Within the framework of the UN Decade of Education for Sustainable Development (2005-2014) in Iran and based on agreements between the Education Department of the Iranian National Commission for UNESCO and the Education Sector of the UNESCO Tehran Cluster Office in Spring 2010, decisions were made to have a number of activities on ESD implemented in Iran, given the short time left to the termination of the Decade. One such activity is the organisation of the “National Workshop on the Achievement(s) of the IR of Iran in Education For Sustainable Development and the Country’s Vision Up To 2013”, which was held in Tehran on 6 December 2010, at the Iranian National Commission for UNESCO.

The objectives sought in the organisation of this workshop, attended by a number of 40 specialists and representatives of various Ministries and relevant entities for ESD, was to:

- Evaluate activities implemented at the national level since the launching of the Decade for Education for Sustainable development (DESD) and planning for the remainder of this decade (2005-2014);
- Promote the inter-sectoral approach to activities aimed at implementing Education for Sustainable Development (Education, Sciences, Culture and Communication and Information);
- Strengthen inter-institutional cooperation and links in the area of Education for Sustainable Development between governmental and non-governmental organizations, mass media and the civil society; and
- Document activities undertaken in the field of Education for Sustainable Development so far in Iran.

The Workshop consisted of an opening ceremony and 5 working sessions, focusing on the following issues:

1. Education For Sustainable Development in Major National Strategies and Policies;
2. Integrating Education For Sustainable Development into National Programmes and Plans of Education Relevant Entities;
3. Environmental Aspects of Education For Sustainable Development;

4. Education For Sustainable Development: Social and Civil Institutions;
5. Education For Sustainable Development: Children, Youth and Young Adults

Representatives of various organisations and institutions, briefed the sessions on the achievements and activities of their organizations in the area of ESD.

A specialized discussion and question and answer session between the panel members and participants to the Meeting wrapped up the Workshop. In this session, challenges as well as the points of weakness and strength of ESD in Iran were put to discussion. Finally, the workshop recommendations were released in the Closing Ceremony for use, in future planning and policy-makings, by related organisations.

We are desirous that the present report can be a step forward in promoting ESD in Iran and could see to paving the way for expediting achievement of agreed-upon goals, in Iran, by the end of the Decade.

## **Opening Ceremony**

Address of the Secretary General of the Iranian National Commission for UNESCO, Dr M Reza Saeidabadi, opened the meeting.

Welcoming the participants, Dr Saeidabadi, defined the notion and objectives of Sustainable Development as: “development that meets the needs of the contemporary generations, in full awareness of their requirements. The objective of sustainable development is to bring about a better understanding of accountability and the responsibility for building a sustainable future”.

While emphasizing the role of education as a necessary tool and pivotal issue in Sustainable Development, the Secretary General added that, “Sustainable Development requires a) building a better vision of the future for students through education; b) ESD should bring about critical thinking, i.e. to prepare an enabling environment, inspiring critical thinking among all; and c) creating the potentials for systemic thinking through ESD, i.e. to help further existing links between various entities at the country level, given that Sustainable Development is in itself a multidisciplinary concept, requiring multidisciplinary ties and thinking.”

Establishing inter-organisational links, multi-participatory cooperation and decision-making, awareness raising and accountability, developing local and indigenous thinking in a global perspective, and life-long learning were also enumerated as important requirements of Sustainable Development.

The Secretary General of the Iranian National Commission for UNESCO referred to social, cultural, economic and environmental factors as the pillars of Sustainable Development and added that, “ as shown by UNESCO reports on studies carried out in Asia and the Pacific region in social affairs, (appropriate governance, gender equality, peace, Human Rights, access to education, combating drugs), in the area of culture (safeguarding of cultural heritage, traditional and indigenous knowledge), in economics, urbanisation, poverty and food security and in the area of environment, climate change and natural disaster altogether compose the priorities in Sustainable Development.”

Policy- and Law-making in Sustainable Development, implementation of relevant policies and by-laws, training of trainers and empowering educational staff, awareness raising in Sustainable Development through formal and informal education, increased research and documentation in Sustainable Development and affiliated areas were referred to by the Speaker as important factors strengthening the framework and

structure of Sustainable Development. He referred to the establishment of relevant authoritative entities, promoting inter-sectoral and inter-institutional cooperation for Sustainable Development, drawing on local and indigenous knowledge and investing in the training of trainers as requirements for the promotion and strengthening of Sustainable Development in societies.

Subsequent to the opening ceremony, the working sessions began, focusing on the following five themes:

1. Education for Sustainable Development in Major National Strategies and Policies;
2. Integrating Education for Sustainable Development into national programmes and plans of education-relevant entities;
3. Environmental aspects of Education for Sustainable Development;
4. Education for Sustainable Development: Civil and Social Institutions;
5. Education for Sustainable Development: Children, Youth and Young Adults.

## **Working Sessions**

### **I. Education for Sustainable development in Major National Strategies and Policies**

First speaker of this session was Mr Mohseni Nia, Head of the Bureau for Educational and Cultural Planning of the Deputy Directorate for Planning and Supervision of the Presidential Office, whose speech sought to explain the concepts, directions and recommendations related to ESD.

Based on UNESCO's definition of Sustainable Development (1978), the speaker enumerated the principles of Sustainable Development as follows:

- Human being and the strengthening of human capacities as a main axis for development;
- Better living quality for all;
- Emphasising cooperation and the establishment of democratic institutions;
- Emphasising morality, spirituality, creativity and social accountability;
- Developing a positive view to racial and ethnic diversity and emphasising social integrity;  
and

- Enhancing the capacities for knowledge generation, transmission, absorption and application and using appropriate technologies to facilitate and expedite sustainable growth and just development, under an optimal application of nature and natural resources, without inflicting any harm on the ecosystems' capacities for rebirth.

By emphasising the three dimensions of Sustainable Development, which are in balance (society, environment and economy), the Speaker referred to political, socio-cultural, institutional, economic, ecologic and technologic attributes as the major elements and dimensions of Sustainable Development. Governments, the private sector and the civil society were said to be the main actors of Sustainable Development.

The Speaker further explained major orientations in education as referred to in the 3<sup>rd</sup> and 4<sup>th</sup> National Development Plans (in line with the objectives of Sustainable Development) as follows:

1. Major orientations of education in the 3<sup>rd</sup> National Development Plan:
  - a. Overall coverage of all individuals in need of education and reducing illiteracy; and
  - b. Enhancing the quality of education.
2. Major orientations of education in the 4<sup>th</sup> National Development Plan:
  - a. Creating equal opportunities for learning and accessing education for all; and
  - b. Enhancing the quality of education.

To conclude, Mr Mohseni Nia, referred to the following 15 items as most important factors in the recognition of Sustainable Development through education:

1. Promoting quality education and creating equal opportunities for the access of all to education;
2. Awareness raising on Sustainable Development for all;
3. Establishing educational networks that serve to highlight the various aspects of Sustainable Development for university professors and students, teachers, families, local communities, School goers and production and trade sectors, etc;
4. Adapting educational content and material to a sustainable-development-oriented approach;
5. Defining extracurricular educational programmes aimed at awareness raising on the major principles of Sustainable Development;



6. Organising educational courses and seminars at the managerial, decision-making and policy-making levels, to raise awareness on the major principles of Sustainable Development;
7. Informal education and in-service training based for Sustainable Development;
8. Promoting studies and research activities on Education For Sustainable Development;
9. Encouraging scientific and research specialities and knowledge generation in ESD through greater involvement of higher education and research institutions;
10. Conducting field studies to overcome shortcomings in recognition of the objectives sought from Sustainable Development;
11. Re-orientation of educational programmes for Sustainable Development;
12. Defining executive educational programmes for the private sector and the civil society for Sustainable Development;
13. Enhancing regional centres for skills education in ESD and strengthening the communicative network required;
14. Strengthening ESD operations at higher education institutions; and
15. Placing life-long learning on the agenda.

Second speaker of this session was Dr GR Samarbakhsh, Senior Programme Officer for Education at the UNESCO Tehran Cluster Office. His speech focused on the activities of the UNESCO Tehran Cluster Office in Education for Sustainable Development with special emphasis on quality education.

“Making the world a better place for living, where all have access to equal and quality education, accept one another and respect human values, is the objective of Sustainable Development”, explained the Speaker, saying that “in 2005, in a joint venture of the Iranian Ministry of Education, UNESCO Tehran Cluster Office, the Iranian National Commission for UNESCO and relevant bodies at the national level, such as the Presidential Office and others, the Iranian National Committee for Sustainable Development was established, in Iran. In early 2006, the Department of Environment in cooperation with Higher Education Institutions, implemented a number of joint activities in ESD; these activities underwent a slowdown in the process though”.

The Speaker named the Ministry of Education as the most important and fundamental institution for the implementation and promotion of ESD at the Country level and added that, “Education for Sustainable Development must be integrated into the pre-school programmes of the Ministry”. To continue, Dr Samarbakhsh explained about the Education For All (EFA) programme and the decade for literacy, saying

that, “to achieve Sustainable development, it is important to first focus on literacy; in today’s world, literacy is more than simply learning the alphabet, it is learning and understanding how to live together”.

To conclude, the speaker referred to the development of creative thinking and empowering children as the key to a sustainable society”.

Last speaker to wrap up this session was Dr M Mohebbosseini, Head of the Department of Education at the Iranian National Commission for UNESCO. Dr Mohebbosseini briefed the session on a report of a research project on “Analysing Iranian Environmental, Cultural and Social Policies in the 4<sup>th</sup> National Development Plan with a View to the Objectives of the Action Plan for the UN Decade of Education For Sustainable Development (2005-2014)”, as well as the activities undertaken by the Iranian National Commission for UNESCO on Sustainable Development.

In relation to the thematic framework of the project, while referring to the definition delivered in the report of the World Commission on Environment and Development (Brundtland, 1987) on Sustainable Development, the speaker explained that, “in the research implemented as a joint activity of the Iranian National Commission for UNESCO and the Iranian Institution for Rural Development, important elements in Sustainable Development were identified as development, sustainability and inter-generational constituents, while the areas of sustainability were reported to be nature, backup systems and the society. People, society, economy and development were also listed in the Report as areas of contemplation for Sustainable Development. Action areas for ESD (as stipulated in Agenda 21 of the Rio Summit) and the objectives set by the UN Decade of Education for Sustainable Development were considered as the basis of the thematic section of the Report.”

“The main question studied in this report dealt with the objectives, policies, strategies and executive measures adopted by the IR of Iran within the framework of her 4<sup>th</sup> and 5<sup>th</sup> National Economic, Social and Cultural Development Plans for Education For Sustainable Development and the UN Decade of Education For Sustainable Development (2005-2014). The methodology adopted in this study included the documentary, experimental (content analysis and application of the SWOT method), comparative, analytical and descriptive methods”.

Results obtained from documentary analysis:

Findings reveal that the 4<sup>th</sup> National Development Plan has taken full account of the ESD objectives and the strategies defined for the Decade. In addition to strengthening the society in the various aspects of IT, sciences and technology and providing equal access to information and science products by all, this plan seeks to set the grounds for ESD, while focusing on promoting and reinforcing of a knowledge-based economy as a means for enhanced participation in development. The strategy adopted in this plan in the areas of general, formal and higher education are altogether in line with the approach adopted by the Decade.

Analysing the content of the 4<sup>th</sup> National Development Plan:

Given the theoretical structure and the place of ESD in the 4<sup>th</sup> National Development Plan, research findings reveal a strong link and correlation between the approach adopted by the Plan and the UN objectives in education with emphasis on the three strategic and key aspects of education, i.e., social, economic and environmental aspects. As a whole, content analysis of a number of 8 volumes of the 4<sup>th</sup> National Development Plan, revealed the use of 153 relevant phrases in the five dimensions of Sustainable Development (1. Environmental sustainability, 2. The Environment and social sustainability; 3. The Environment and economic sustainability, 4. The Environment and institutional sustainability, 5. The Environment and ecological sustainability). A frequency of 74 in the relevant phrases used, reveals an orientation of the Plan towards Sustainable Development and environmental conservation. Ranking second stands “environment and sustainability” with a distribution frequency of 58. Institutional and ecologic sustainability rank last in the Plan”.

Field study:

Results obtained from a survey study carried out on university professors (30) and specialists (30), to further analyse the Plan and develop a strategic model for ESD are listed as below:

1. As concerns the attention attached to the objectives of the decade, professors believed that moving within the framework of the Decade’s objectives, revealed a new trend in national policy-making and planning activities, begun with the 4<sup>th</sup> National Development Plan.  
Specialists were also of the opinion that the Decades objectives were fully attended to in the 4<sup>th</sup> National Development Plan;
2. On the effectiveness of informal education, professors favoured diversity in educational programmes, to meet the requirements of diverse groups in the society. Specialists, on the other hand, believed both educational methods to be complementary;

3. On operationalising objectives of the Decade in Iran and prioritising education, the various viewpoints of the two groups are summarised as follows:
- Highlighting training and learning in the process of Sustainable Development in their capacity as a profession;
  - Facilitating communication and networking;
  - Reinforcing inter-relations and strengthening ties among stakeholders;
  - Providing the space and opportunity for optimal results in all forms of learning, while raising public awareness within the framework of Sustainable Development;
  - Quality and quick promotion of learning and teaching in Education for Sustainable Development (ESD);
  - Introducing new strategies for capacity-building in ESD.

Comparative analysis:

This phase saw to a thorough examination of all documents related to the 4<sup>th</sup> National Development Plan. Sections related to education and Sustainable Development were highlighted and later classified according to the 5 constituents of Sustainable Development and relevant criteria. Thus, a table was drawn up. Comparative findings show that the 4<sup>th</sup> National Development Plan has well contributed to setting the grounds and paving the way for Sustainable Development, its principles and values.

However, as a result of its top-down planning structure and intersectoral nature, local needs (local development and empowerment) are not well met and local opportunities are not institutionalised. The Plan has not yet become a model for learning and it lacks an appropriate link with the real world.

An expert roundtable at the University of Tehran wrapped up this research study. Positive aspects of the 4<sup>th</sup> National Development Plan as well as its shortcomings were topics discussed at this roundtable. The following are a summary of the results obtained:

Positive commonalities:

- Human resources are the most significant pillar of Sustainable development;
- Education is a key and effective factor in Sustainable Development;

- Emphasising the interrelationship between the three elements of environment, culture and society and economy;
- Taking account of formal and informal education and information networks; and
- Knowledge-orientedness.

Shortcomings of the Plan:

- Methods introduced for ESD in the 4<sup>th</sup> National Development Plan do not fully conform to their target groups;
- Thematic and intellectual inadequacy;
- Dominance of traditional methods of education;
- Little or no attention to indigenous knowledge and its integration into methods of formal education;
- Inadequacy of ESD infrastructures at the Country level;
- Weak link between scientific and research institutions and the academia; and
- Dominance of a centralised, top-down planning system.

Suggestions:

- Strengthening the thematic and intellectual bases of development, especially within the documents of the 4<sup>th</sup> National Development Plan;
- Strategic transformation of dominant models and educational strategies;
- A change of approach from tradition to modernity in ESD;
- Moving away from centralised planning to decentralised and people-based modes of planning; and
- Emphasising institutional approaches, especially educational institutionalisation, networking and clustering of educational systems for Sustainable Development in an attempt to facilitate networking, linking and interaction among stakeholders.

The Head of the Education Department of the Iranian National Commission for UNESCO, then briefed the Session on activities of the Iranian National Commission for UNESCO on Sustainable Development as follows:

“The NatCom’s activities on ESD include dissemination of information, translation of the Decade’s programmes and action plan and informing relevant national entities about them, conducting research studies and organising and co-organising relevant gatherings. As a whole, the NatCom has hosted 41 programmes on ESD, implemented by its 5 specialised departments, consisting of various gatherings and one interdisciplinary research study.

The frequency of ESD relevant activities based on thematic priorities is given below:

Social priorities (18 cases), 44%;

Environmental priorities (8 cases), 19.5%;

Cultural priorities (11 cases) 27%;

Economic priorities (3 cases), 7%;

Inter-sectoral and interdisciplinary research study (1 case), 5.2%

## **II. Integrating Education for Sustainable Development into National Programmes and Plans of Education Relevant Entities**

Dr Karimi, Deputy Head of the Bureau of International Affairs and Schools Abroad at the Iranian Ministry of Education, was the first to open this Session. He briefed the session on the curriculum, teachers’ policies, programmes and plans of the Ministry of Education in relation to Sustainable Development. The most important activities of the Ministry of Education in ESD were then summarised by the Speaker. These activities, whose initiation date back to the launch of the Decade, are listed below:

- National seminar on “The Role of Education in Sustainable Development”;
- Establishment of a national secretariat, to coordinate activities related to ESD (14-15 October, 2004);
- Preparing a national report on the situation of Education for International Understanding (EIU) in Iran and offering the Report to a regional conference in Sri Lanka (2008);
- Organising national and regional seminars on Sustainable Development in Iran (2009);
- Participation of a delegation from the Iranian Ministry of Education in an international seminar on Sustainable Development in Germany (2009);

- Regional workshop on Coordinating and Capacity-Building in Education for Sustainable Development with the presence of the Cluster countries (Afghanistan, Iran, Pakistan and Turkmenistan), 25-26 April, 2009, Tehran;
- Sending Iranian school principals and teachers for participation in regional workshops held at the Asia-Pacific Centre of Education for International Understanding (APCEIU), in Korea;
- Awareness raising on and promoting the concept of ESD and related notions through the network of UNESCO Associated Schools (ASPnet) in Iran;
- Organising a conference for Iranian and 20 German teachers, including joint workshops, where the issue of clean energies was discussed, 2010;
- Translating documents and international reports on ESD, printing and distributing these translations.

On extracurricular programmes in schools, he reiterated that, “school goers are a valuable resource for Sustainable Development. Every year we have programmes that are implemented in joint effort with school students, in which Non-Governmental Organisations also have a share. Taking part in environmental programmes, environmental conservation, tree-planting expedition, participating in international and regional projects, undertaking library and field research, preparing wall papers with the environment as a main themes, combating global warming, studying the importance of using clean energies, sustainable supply and demand models and recycling are among most important themes taken account of in extracurricular school programmes. Most of the youth who have taken courses on ESD are now advocates of the Environment. They have also had great influence on their families, such that significant changes in lifestyle are seen in the families; their models of consumption and living have changed positively.

School students’ exchange programmes; inter-state, regional and international networking; participating in various competitions (painting, photography, essay-writing, etc.), are among other activities specifically designed for use by school goers.

On research programmes and curriculum design, he explained that, “translation and printing of a title on the UN DESD and a project proposal under the title of “Analysing the Performance of the Iranian Ministry of Education on the Role of Education in Sustainable Development”, are currently

on the agenda of the Research Committee of the Ministry. On curriculum design, meaningful educational content varies within a range of different subjects from ensuring adequate language knowledge (including the mother tongue), Maths and Sciences to teaching values of respecting Human Rights, social skills, etc. Since the approach adopted for a sustainable education must be a holistic approach and one that easily penetrates into all bits and pieces of education and relevant programmes, the main objective in view when designing school curricula is Education for Sustainable Development, a topic already on the agenda of the Ministry of Education. Textbooks and educational content in all educational levels, in Iran, are abundant with concepts and topics on socio-cultural, economic and environmental issues, such that in recent years we have been witness to an increasing use of these and relevant terms and concepts, calling for an analysis of scientific content.”

On training of trainers/trainers, Dr Karimi explained that, “currently some 40 units of general educational material and some 60 units of specialised content for in-service teacher training are allocated to the subject of Sustainable Development and relevant matters.”

In conclusion, the Speaker unveiled the future prospects of the Ministry of Education on Education for Sustainable Development as follows:

- Re-orientation of school curricula to include Education for Sustainable Development;
- Replacing the traditional approach of integrating ESD into educational programmes with a whole-school approach;
- Reinforcing socio-cultural and economic dimensions in curriculum design alongside environmental aspects; and
- Promoting and strengthening of inter-sectoral programmes and multi-stakeholder projects.

Second to speak in this session was Dr Zaker-Salehi, Managing Director of the Group for Comparative Studies and Innovation in Higher Education of the Iranian Institute for Research and Planning in Higher Education, who briefed the Session on Higher Education and Sustainable Development in Iran.

To begin with, the Speaker introduced his themes of discussion as follows:



- Good governance in higher education (this would include: the right to higher education, rule of law, participatory systems and academic autonomy);
- Diverse access to higher education;
- Increasing access to higher education;
- Participation of the private sector;
- Reducing the gender divide;
- Cultural and linguistic diversity; and
- Higher education and the Environment.

He referred to the following as the dimensions of good governance in higher education:

- Academic autonomy;
- Scientific liberty;
- Faculty governance;
- Participatory decision-making according to the council of stakeholders (the council of stakeholders would include representatives of the Faculty, University administrative officers, students or their families, Alumni, entrepreneurs and manufacturers, the Government and higher education specialists);
- Responsiveness;
- Accountability (internal and external);
- Efficiency;
- Effectiveness; and
- Transparency in decision-making;
- Rule of law;
- Justice; and
- Identification and solving of societal problems.

He added that, “on the right to higher education, the Parliament already possesses adoptions on compulsory education, as well as regulations on providing the means and facilities required for education by Iranian

children and youth. The 33<sup>rd</sup> principle of the Iranian Constitution, places the Government responsible for providing free educational facilities for students, until termination of the upper secondary level, at least.” On the participatory system, reference was made to the Universities Management by-law, adopted by the Supreme Council for the Cultural Revolution and the Supreme Council for Science, Research and Technology, in 1370 (1991).

On the issue of academic autonomy, article 10 of the law on Objectives, Responsibilities and Facilities of the Ministry of Science, Research and Technology, contains strict reference to autonomy in universities.

On diverse access to higher education, Dr Zaker-Salehi referred to diversity in methods for offering courses ( full time by day, full time by evening (night), part-time, virtual, technical and vocational, inclusive and...), diversity in content (regular universities, Islamic universities(Imam Sadiq, Razavi Islamic Sciences, Mofid, Hadith Sciences, Baqir al-olum and ...)), diversity in education-, and/or research-orientedness, diversity in the nature of universities (inclusive, industrial, human sciences, arts, and ...), diversity in ownership (public, private and general), diversity in geographical distribution (the capital, centre of province, provincial), and diversity in territory (domestic, international divisions).

On increasing access to education, the Speaker referred to the eye-catching increase in the number of universities and the incredible change in the academic population, adding that, “the mean rate of women entrees has increased by 8.17% from 1357(1978) to 1385 (2006), thus revealing a reduction in the prevalent gender divide in access to higher education.” While expressing the need to permit training in Azeri and Kurdish languages, he called for the need to train in different dialects and accents as well, such as the Semnani accent and... Establishing research institutes with ethnic orientations (such as an institute for research on Kurdistan and its people), organising annual cultural and arts celebrations for different Iranian ethnic groups at universities, printing tens of academic publications in local languages (in 2008, 10% of the total amount of 3200 publications have been printed in local languages) were among other activities referred to by the Speaker.

The speaker continued with the topic of Higher Education and the environment. He explained that, “implementation of a land survey project through higher education in 31 provinces with special emphasis on population and environmental issues and..., transformation of the Natural Resources Universities of Gorgan

and Ramin in Ahvaz to independent universities, establishing and developing majors in Earthquake and Civil Engineering, and Civil Engineering and the Environment up to the PhD level and issuing licences for the establishment of a number of 57 academic environmental centres by 2008, are instances of the contributions of Higher Education to the Environment.”

Third speaker of this session was Dr Entezari, representative of the Iranian Ministry of Health, Treatment and Medical Education. His speech focused on the achievements of the Ministry of Health, Treatment and Medical Education in teaching Medicine for Sustainable Development.

While enumerating achievements of the said Ministry since 1978, including an increase in educational space from about 10m<sup>2</sup> in 1978 to more than 12.6m<sup>2</sup> in 2008, promoting lifelong learning for alumni of medical education universities, socialising medical treatment (in-practice training during clinical services), paying greater attention to problem-centred research and improving medical criteria, the Speaker referred to the current situation of activities at the Ministry as follows:

- A change in the death and disease model of the Country and as a result, a change in health and medical requirements as well as in training needs;
- An increase in the number of universities and health and treatment services in the Country;
- An increase in the number of medical doctors at all levels;
- An increase in the number of Faculty; and
- An increase in the number of scientific papers and productions.

A speech by Mr Alireza Hatamzadeh wrapped up this session. The Speaker, Director General of the Bureau for Educational Improvement and Supervision of the Iranian State-run Technical and Vocational Organisation, spoke about Education for Sustainable Development in the programmes and plans of the Country’s Technical and Vocational Organisation.

While referring to responsibilities held in relation to technical and skills training, the Speaker expressed that, “providing the means for technical and vocational education at basic and specialised levels for job seekers, those interested in re-learning and enhancing employees’ skills in all levels, promoting justice in regards to an equitable access by all to skills education, achieving economic goals (supporting industries in priority, strengthening exports, absorbing foreign investment, ...), achieving social objectives (tolerance and social

integrity, crimes reduction, promoting a culture of skills learning, ...), cutting short on expenses and contributing to family economy are among important responsibilities of education at a professional level.”

Mr Hatamzadeh referred to the employed, university students, alumni, rural populations, women, job-seekers, prisoners and soldiers as the Organisation’s target groups and expressed the following in relation to strategies adopted for the renovation of skills education in the Country:

“Improving the management system and enhancing the role of educational stakeholders, increasing financial resources, raising effectiveness of training activities and developing non-governmental higher education institutions in an attempt to support educational performance and capacity-building activities are among influential strategies in the renovation of skills education/training activities.

On gender equality and to conclude, the Speaker announced the share of women in non-governmental (private) training activities of the Technical and Vocational Organisation as 73% and 61% for both the public and private educational systems. The Speaker explained that, “in recent years, women have shown a greater share in technical and vocational education compared with men; this indicates a reduction in gender inequality in this type of education, at the country level.”

### **III. Environmental Aspects of Education for Sustainable Development**

The keynote speaker in this session was Mr Zarandian, Deputy Head of the Bureau for Research and Sustainable Development of the Iranian Department of Environment, who briefed the Session on the various activities of the Department of Environment with regards to Sustainable Development and introduced the Secretariat of the National Committee for Sustainable Development.

While explaining the structure and objectives of the Department of Environment as well as its policies and strategies for ESD, the Speaker expressed that, “the Department of Environment has undertaken extensive activities on ESD in which regards reference can be made to awareness raising on ESD for environmental conservation, with special emphasis on influential groups and groups that are in priority, through the development, adoption and implementation of a comprehensive environmental education programme. Various gatherings are also organised in this area, which include:

1. Methods for operationalising green management at the country level (with emphasis on establishing and implementing sustainable models and technologies);
2. Methods for the dissemination of information, training and promoting models for sustainable production and consumption in the society;
3. Introducing the criteria and models for sustainable production and consumption;
4. Analysing national performance in achieving the Millennium Development Goals;
5. Analysing the place of environmental sustainable development in the trend of world trade;
6. Analysing technologies for Sustainable Development in the construction industry (green construction);
7. Series of training workshops on the economics of the Environment with a Sustainable Development approach;
8. Training workshop on Sustainable Development for provincial and organisational experts;
9. Workshop on analysing religious and Islamic thought on Sustainable Development (Qom);
10. Workshop on Studying the Concept of Sustainable Production and Consumption Models from the Viewpoint of Islam;
11. Workshop on Analysing the Opportunities and Challenges of the Presence of Iran in International Circles on Sustainable Development.”

To continue, the Speaker referred to the following as other activities of the Department of Environment in relation to criteria depicting environmental performance:

1. Comparative study of the relevant criteria in 2006, 2008 and 2010;
2. Analysing the reasons for changes in Iran’s environmental performance;
3. Taking the results of the above analysis to the Strategic Council for Environment and Sustainable Development;
4. Inter-sectoral and trans-sectoral coordination to improve conditions; and
5. Planning to organise a training workshop on EPI for relevant organisations.

#### **IV. Education for Sustainable Development: Civil and Social Institutions**

The keynote speaker in this section was Dr Ghaffarzadeh from the Iranian Society of Environmentalists. He briefed the Session on the activities of the Society of Environmentalists on Education for Sustainable Development.

Dr Ghaffarzadeh, first explained the responsibilities of his establishment such as organising training workshops on the Environment and related subjects, biennial national gatherings, awarding prizes to clean industries, and...

He further added that, “human Sustainable Development comprises three main pillars, which include:

1. Economic growth; 2. Conservation of the Environment for future generations; and 3. A person’s right to self-determination.”

Additionally, the Speaker reiterated the need to “promote ESD more through Non-Governmental Organisations and to rely more on their capacities in practice”.

To conclude, the Speaker added that, “Sustainable Development is not possible in the absence of democracy and environmentally-active organisations must work in a manner that does not limit development.”

## **V. Education for Sustainable Development: Children, Youth and Young Adults**

Ms Abdolsalihi from Shahid Mahdavi Educational Complex and Ms Haji Aghazadeh from Imam Mahdi High School, were the two speakers of this Session, who represented UNESCO Associated Schools in Iran and briefed the Session on their schools’ activities on Education for Sustainable Development.

These activities are listed as below:

1. Optimal-use-of-solar-energy education;
2. Tree-planting education on the National Day for Tree-Planting;
3. Paper recycling;
4. Organising various seminars and workshops about clean Earth and combating pollutions;
5. Proposing and implementing standardised research projects for schools aimed at Education for Sustainable Development, as well as practical activities for determining drinking-water pollution in residential areas and practicing conservation of ecosystems and green spaces in students’hometowns;
6. Active contribution to environmental education through sharing information and experiences on relevant issues by continually posting new findings and experiences on the international Life-Link website; and

7. Providing the means for the observation of personal health issues and practices by students and observing the ergonomics of the educational environment in the interest of students and educational staff.

## **Closing Ceremony**

### **Expert Meeting of the Members to the Scientific and Technical Panels of the Workshop: Challenges and the Points of Weakness and Strength of ESD in Iran, Proposing Guidelines and Solutions----Q&A Session (Academia, Civil Society, Experts and Scholars)**

In this session, each of the panel members took turns in speaking about the points of strength and weakness of Education for Sustainable Development in Iran.

Dr Tawfiqi explained the challenges confronted in ESD in the Iranian system of education, emphasising the need to sustainability and quality education and pointing to a lack of information on the part of authorities and policy-makers.

Dr Maknoon brought reference to issues related to shortcomings in research and an ignorance of assessing sustainability criteria in the implementation of ESD, at the Country level.

Dr Zohoor emphasised the need to establish new educational courses and programmes in various fields of sciences with a view to Sustainable Development and related subjects and in the light of best international practices.

The floor was then give to the participants who expressed their ideas and opinions on various issues including a lack of coordination in implementing ESD programmes in Iran, lack of coordination and sustainability in designing, implementing and assessing ESD programmes at the Country level and little or no attention to local knowledge and the participation of NGOs and science-based associations in relevant programmes, at the national level.

Subsequent to this session and based on results obtained from the working sessions and the various opinions expressed, panel members proceeded with a presentation of the Workshop recommendations, summarised as below.

## **Conclusion and Recommendations**

Conclusions were proposed in three different categories, drawn up with regards to the reports of the participants (representative of various governmental and non-governmental organisations and ministries active in the field of ESD, university students and professors and representatives of UNESCO Associated Schools in Tehran), to the “*National Workshop on the Achievement(s) of the IR of Iran in Education For Sustainable Development and the Country’s Vision Up To 2013*”:

**i. Theoretical Aspects of Education for Sustainable Development**

Data show that the existing international terminology and scientific discourse on ESD has entered the Country and major national policies, executive instructions and manuals and activities of various relevant national entities are abundant with references to the thematic constituents of ESD. The main challenge though deals with the sustainability of thematic data, since these data must be constantly used and integrated into the functional and applied framework of different programmes.

**ii. Programme Implementation**

Reports from various relevant institutions reveal the implementation of significant activities in this area, at the country level, since commencement of the Decade. These activities are listed as below:

1. Quantitative development of education;
2. Increasing access to education;
3. Eliminating gender disparities in education;
4. Diversifying educational methods, structures and content;
5. Developing employment skills in education; and
6. Enhancing and promoting the culture for respecting the Environment.

Data reveals a generalisation of the concept of Sustainable Development to various political, economic, social and cultural biomes. The most significant challenge in this area is the localisation of viewpoints and concepts on ESD and thus presenting an Iranian-Islamic model for progress in Education for Sustainable Development. General activities make up a major part of the performance of various institutions. In most institutions general performances are not separated from activities undertaken in ESD. Quality in education is not given the importance it deserves. Education does not conform to the social context in which it is offered.



The media have also overlooked their responsibility for offering social training to social groups in need of education. Given the comprehensive nature of Education for Sustainable Development, the whole society should learn it. A characteristic of a learning society is that every single cell in that society learns and teaches. In such societies education is not limited to a certain generation or social group, everybody even policy- and decision-makers, and those who Plan and design programmes must be trained in Education for Sustainable Development, enabling them to effectively apply ESD to their programmes.

### **iii. Progress Assessment**

Data shows that little progress has been made in this respect. There is a lack of established sustainability criteria in the Country, based on which progress can be assessed. Unsuccessful methods can be modified by setting criteria for sustainability. Little or no research on ESD constituents is considered as the reason for the mentioned problem. The three concepts related to ESD are sustainability, development and a link between inter-generational elements. On the concept of “development”, the Country has been witness to a variety of activities and programmes in various areas of concern. “Sustainability” has also received considerable attention. Yet, data reveal an ignorance of a link between inter-generational elements. Additionally, a focal point for progress assessment is not yet identified.

### **Recommendations**

1. Education: integrating Education for Sustainable Development and related issues into all levels of formal and informal education in the light of a systematic and integrated approach, especially by means of developing effective educational approaches, training of trainers (school teachers and university professors), designing new educational programmes (improving educational methods, content and objectives), introducing new university majors, promoting technical and vocational education, strengthening the link between education and the world of work, strengthening the link between formal and informal education, generalising education for development to all levels of education and applying education for development to efforts for achieving quality education. Educational institutions (including the Ministry of Science, Research and Technology, the Ministry of Education, the Ministry of Health, Treatment and Medical Education as well as the State-run Organisation for Technical and Vocational Education) are all

called upon to attach prime importance to the above in their decision-makings and planning for the strengthening of the ESD programme at the country level.

2. Research: Since research on the constituents of ESD, at the country level, has proven insufficient from the inception of the Decade up until now, the Ministry of Science, Research and Technology, universities and research institutes are called upon to conduct necessary research on the constituents of Sustainable Development in an attempt to generate knowledge through networking for Sustainable Development. In this view, universities and research and higher education institutes can, in line with their specific action areas and in their capacity as centres for innovation and specialised centres for the generation and sharing of knowledge on Education for Sustainable Development, work for achieving ESD. The mentioned entities can then proceed to identify criteria for sustainability, in cooperation with relevant governmental and non-governmental entities (Ministry of Education; Department of Environment; State-run Organisation for Technical and Vocational Education; Ministry of Health, Treatment and Medical Education, National Youth Organisation, Municipality and...), in areas of priority such as quality education, sustainability in learning, air and water pollution, energy, health, hygiene, nutrition and..., enabling progress assessment and identification of prioritised activities by 2013.
3. Social Awareness raising on Sustainable Development: Education for Sustainable Development and lifelong learning would help develop lifestyles based on economy, social justice, food security, ecological integrity, sustainable livelihood, respect for all forms of living and values related to social integrity and participatory performance. Thus, the role of the mass media in awareness raising on Sustainable Development and relevant issues is highlighted in this context more than ever before. In this regards, the IRIB (Islamic Republic of Iran Broadcasting) can function as the main entity offering general and inclusive social education in the country, given its wide range of audiences and diverse target groups, enabling the transmission of concepts and issues related to ESD, thus stimulating the creation of a society that is resistant, healthy and sustainable. Hence, the IRIB is called upon to take-up a leading role in promoting social education on Sustainable Development and relevant issues and to develop and design in cooperation with the Iranian National Commission for UNESCO and relevant entities, awareness raising programmes on Education for Sustainable Development.

4. Reinforcing the participation and the key role of civil society institutions, including scientific associations and NGOs in planning, implementing and assessing activities on ESD. The cornerstones of ESD are the principles set in support of sustainable living, democracy and human welfare. Environmental conservation and restoration of works of cultural value, conservation and sustainable use of natural resources, finding solutions for unsustainable models of consumption and the establishment of justice-oriented societies, altogether call for a thorough participation on the part of the Society. In this trend, civil society institutions can play a significant role in the transmission of important concepts on ESD, given their special target groups.
5. Promoting an inter-sectoral approach: social empowerment is required in an attempt to confront problems emanating from the lack of sustainability, calling for the establishment of coordinated intersectoral and inter-ministerial approaches, which will help enter the governmental and trade sectors, the civil society, local communities and scientific communities into the play.
6. Investing in Education for Sustainable Development, is investing for the future and investing for survival. Unsustainable models of development result in devastating human, social and ecologic consequences that challenge facilities of present and future generations, as well as the phenomenon of sustainable living. We, thus call upon policy-making bodies in the Country (Deputy Directorate for Planning and Supervision of the Presidential Office and the Islamic Consultative Assembly), to provide the appropriate means for mobilisation of resources and allocation of sufficient funds to ESD and for having ESD integrated into all national plans and programmes.
7. Promoting national evidence-based dialogue for future policy-makings in ESD, based on research findings, assessment strategies, the sharing of best practices on Education for Sustainable Development, setting national criteria for ESD that depict an effectual implementation of ESD and an effective revision of relevant processes and results obtained. Thus, organisation of joint annual meetings of the Iranian National Commission for UNESCO

and relevant entities for an assessment of the progress of ESD at the Country level is called upon.

8. Nominating a national supervisory body as coordinator of activities carried out on ESD at the Country level. This supervisory and coordinatory body will function as such until termination of the decade (2013).

(The Iranian NatCom was proposed, by the participants to the Meeting, to take up the supervisory and coordinating role, bearing on its inter-sectoral and inter-organisational nature).

# ANNEXES

## Annex I

### Agenda

“National Workshop on the Achievement(s) of the IR of Iran in Education For Sustainable Development and the Country’s Vision Up To 2013”  
Tehran, IR of Iran  
6 December 2010

<p><b>I. Opening Ceremony</b></p> <p>a. Dr M Reza Saacidabadi, Secretary General of the Iranian National Commission for UNESCO <i>“Necessity and Significance of the ESD Programme”</i></p> <p>b. Mr Qunli Han, UNESCO Representative to the IR of Iran and Director of the UNESCO Cluster Office in Tehran <i>“UNESCO, the Specialised UN Agencies and ESD”</i></p> <p><b>Panel Members:</b> Drs Maknoon, Tawfiqi, Zohoor and Mehr Mohammadi</p>	<p>8:30-8:45</p> <p>8:45-9:00</p>
<p><b>II. Working Sessions</b></p> <p>a. <b>Education For Sustainable Development in Major National Strategies and Policies</b></p> <p>i. Dr Dogani, Member to the Commission for Education and Research of the Islamic Consultative Assembly (Parliament) <i>“Parliamentary Bills and Plans on Education For Sustainable Development”</i></p> <p>ii. Mr Mohseni Nia, Head of the Bureau for Educational and Cultural Planning of the Deputy Directorate for Planning and Supervision of the Presidential Office <i>“ESD in the Projects and Plans of the Deputy Directorate for Planning and Supervision of the Presidential Office”</i></p>	<p>9:00-9:20</p> <p>9:20-9:40</p>

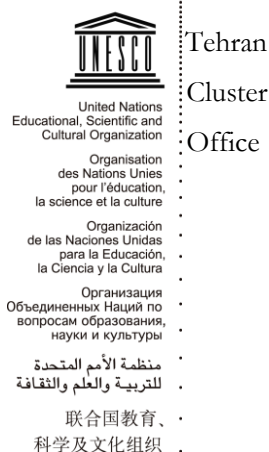
<p>iii. Dr GR Samarbakhsh, Senior Programme Officer for Education at UNESCO Tehran Cluster Office <i>“Activities of the UNESCO Tehran Cluster Office in Education For Sustainable development with Special Emphasis on Quality Education”</i></p> <p>iv. Dr M Mohebbosseini, Head of the Education Department of the Iranian National Commission for UNESCO <i>“Reporting on the Outcomes of a Participation Programme of the NatCom Concerning an Analysis of the Iranian Environmental, Social and Cultural Policies and Programmes in the 4<sup>th</sup> National Development Plan with a View to the Objectives of the UNDESD”</i></p>	<p>10:00-10:20</p> <p>9:40-10:00</p>
<p><b>Tea/Coffee Break</b> <b>10:20-10:40</b></p>	
<p><b>b. Integrating Education For Sustainable Development into National Programmes and Plans of Education Relevant Entities</b></p> <p>i. Representative of the Iranian Ministry of Education <i>“Curriculum and MoE’s Policies and Strategies Concerning Teachers and Programmes Related to ESD”</i></p> <p>ii. Representative of The Iranian Ministry for Science, Research and Technology or Rep. of the Iranian Institute for Research and Planning in Higher Education <i>“Higher Education and Academic Research and Planning in ESD”</i></p> <p>iii. Dr Mohagheghi, Vice President for Education at the Iranian Ministry of Health, Hygiene and Medical Treatment <i>“ESD Relevant Programmes and Plans of the Iranian Ministry of Health, Hygiene and Medical Treatment”</i></p> <p>iv. Mr Hatamzadeh, Representative of the State-Run Organisation for Technical and Vocational Education <i>“ESD in the Programmes and Plans of the National Organisation for Technical and Vocational Education”</i></p>	<p>10:40-11:00</p> <p>11:00-11:20</p> <p>11:20-11:40</p> <p>11:40-12:00</p>

<p><b>c. Environmental Aspects of Education For Sustainable Development</b></p> <p>i. Mr Zarandian, Deputy Director of the Bureau for Research and Sustainable Development of the Department of Environment <i>“Programmes and Plans of the Department of Environment in Education For Sustainable Development”</i></p>	<p>12:00-12:20</p>
<p><b>d. Education For Sustainable Development, Civil and Social Entities</b></p> <p>i. Mr Hosseini, Director for Programme and Budget of the Bureau for Cultural and Social Studies of the Deputy Directorate for Cultural and Social Affairs of Tehran Municipality <i>“ESD in the Programmes and Plans of Tehran Municipality”</i></p> <p>ii. Dr Abbaspour, President of the Iranian Society of Environmentalists <i>“Non-Governmental Organisations and Education For Sustainable Development”</i></p>	<p>12:20-12:40</p> <p>12:40-13:00</p>
<p><b>Lunch and Prayer Break</b> <b>13:00-14:00</b></p>	
<p><b>e. Education For Sustainable Development: Children, Youth and Young Adults</b></p> <p>i. Ms Barkhordari of the National Organisation for Youth <i>“ESD in the Programmes and Plans of the National Organisation for Youth”</i></p> <p>ii. Teachers and Principals of UNESCO Associated Schools (ASPNet) in Tehran <i>“Performance Report of the UNESCO Associated Schools (ASPNet) in Tebran”</i></p>	<p>14:00-14:20</p> <p>14:20-15:00</p>



<p><b>III. Expert Meeting of the Members to the Scientific and Technical Panels of the Workshop: Challenges and the Points of Weakness and Strength of ESD in Iran, Proposing Guidelines and Solutions----Q&amp;A Session (Academia, Civil Society, Experts and Scholars)</b></p>	<p>15:00-16:00</p>
<p><b>IV. Closing Ceremony and Final Declaration</b></p>	<p>16:00-16:40</p>
<p style="text-align: center;"><b>Tea/Coffee Break 16:40-17:00</b></p>	

## Annex II



## **Concept Paper**

### **“National Workshop on I. R. of Iran Education for Sustainable Development Achievements within the Country’s Vision up to 2013”**

**06 December 2010 - Tehran, IR of Iran**

#### **Description**

Within the framework of the regular activities of the Education Unit of the UNESCO Tehran Cluster Office for “Improving quality learning performance by contributing to the development and improvement of national capacity development through key competencies” and “empowering teachers and teaching personnel by improving ESD monitoring mechanisms through dialogue and networking”, the Iranian National Commission for UNESCO organizes, in cooperation with the Education Unit of the UNESCO Tehran Cluster Office, a 1-day “National Workshop on I.R. of Iran Education for Sustainable Development within the Country’s Vision up to 2013”.

#### **Objectives**

- Institutional advocacy on Education for Sustainable development at the Country level;
- Promoting the inter-sectoral and cross-cutting approach to activities aimed at implementing Education for Sustainable Development (Education, Sciences, Culture and Communication and Information);
- Evaluating activities implemented at the national level since the launching of the Decade for Education for Sustainable development (DESD) and making recommendations for the remainder of this decade (2005-2014);
- Strengthening inter-institutional cooperation and communication regarding ESD including NGOs and Civil Society;
- Documentation / recording of all activities carried out on ESD at the country level;

#### **Target Groups**

- Managing Directors and experts working in line with the four social, environmental, cultural and economic pillars of sustainable development in the various relevant institutions and ministries,;
- Academics, Researchers, Civil Society, NGOs active in the field of Education for Sustainable Development.

#### **EXPECTED OUTCOMES**

- ✓ Strengthened inter-institutional communication and cooperation on ESD;
- ✓ Promoted the establishment of a national networking and database on ESD;
- ✓ Made recommendations for developing a national action plan on ESD
- ✓ Produced printed copies and electronic versions of the outcomes and proceedings of the Workshop in Farsi and English languages and disseminated at national level in Iran.

## **Organizers**

- Iranian National Commission for UNESCO
- UNESCO Tehran Cluster Office

## **Organizing Partners**

- Ministry of Education
- Ministry of Science, Research and Technology
- Department of Environment
- Ministry of Health, Treatment and Medical Education
- Ministry of Labor and Social Affairs
- Islamic Majlis (Parliament), Commission on Education and Research
- Presidential Office in charge of Strategic Planning and Control (SPAC) Tehran Municipality
- UNESCO Associated Schools in Tehran ( ASPnet)
- Relevant Universities

## **Resource Persons**

Will be decided in close consultation between Iran National Commission for UNESCO and UNESCO Tehran Cluster Office Education Unit.

## **Language**

The workshop will be in Farsi language. Translations into English/Farsi whenever needed.

## **Date and Venue**

Date of the workshop: 6 December 2010.

Venue: Tehran, Iran National Commission for UNESCO



## Annex III

### **List of Participants**

“National Workshop on the Achievement(s) of the IR of Iran in Education for Sustainable Development and the Country’s Vision up to 2013”

6 December 2010 - Tehran, IR of Iran

#### **I. Ministries, Organisations and Other National Entities**

- |   |   |
|---|---|
| 1. Dr Zaker Salehi  | Institute for Research and Planning in Higher Education   |
| 2. Dr GR Karimi   | Ministry of Education   |
| 3. Mr Khaledi   | Ministry of Education   |
| 4. Mr Vahid Yaqubi  | Ministry of Education   |
| 5. Mr Nosrat-allah Abdipour   | Ministry of Education   |
| 6. Mr Zarandian, Deputy Director of the Bureau for Research and Sustainable Development | Department of Environment   |
| 7. Mr Reza Farrokhi   | Department of Environment   |
| 8. Mr Mohseni Nia   | Deputy Directorate for Supervision and Planning of the Presidential Office                          |
| 9. Ms Zaynab Mehrjoo Kamalaki   | Deputy Directorate for Supervision and Planning of the Presidential Office                          |
| 10. Ms Solmaz Sanati  | Deputy Directorate for Supervision and Planning of the Presidential Office                          |
| 11. Ms Pegah Khalili  | Deputy Directorate for Supervision and Planning of the Presidential Office                          |
| 12. Mr Abdolreza Vafaei   | Deputy Directorate for Supervision and Planning of the Presidential Office                          |
| 13. Dr Abbass Entezari  | Ministry for Health, Treatment and Medical Education  |
| 14. Dr Ghaffarzadeh   | Iranian Society of Environmentalists (IRSEN)<br>Organisation for Technical and Vocational Education |
| 15. Mr Alireza Hatamzadeh   |   |

**I. UNESCO Associated Schools (ASPNet)**  
**Teachers and Principles**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. Ms SH Khayr Andish           | Edalat Primary School              |
| 2. Ms Elaheh Nezamzadeh Kermani | Edalat Primary School              |
| 3. Ms Zahra Parvin              | Iman Primary School                |
| 4. Ms Simin Nowrouzi            | Iman Primary School                |
| 5. Ms Zahra Abdolsalehi         | Shahid Mahdavi Educational Complex |
| 6. Ms Zahra Adami               | Shahid Mahdavi Educational Complex |
| 7. Ms Monireh Haji Aghazadeh    | Imam Mahdi High School             |
| 8. Ms Mehrnaz Akbari            | Imam Mahdi High School             |
| 9. Ms Mahnaz Arabi              | Hajar High School                  |
| 10. Ms Azam Iran Doostdar       | Shaihd Iraj Rostami High School    |
| 11. Ms Fataneh Hessami          | Shaihd Iraj Rostami High School    |

**III. Specialists and Academia**

- |                       |   |
|-----------------------|---|
| 1. Dr Maknoon         | Chair of the National Committee of Education for Sustainable Development of the Department of Environment |
| 2. Dr Towfighi        | Faculty, Tarbiat Modares University   |
| 3. Dr Ali Asghar Fani | Faculty, Tarbiat Modares University   |
| 4. Dr Hasan Zohoor    | Deputy Director of the Iranian Academy of Sciences & Faculty, Sharif University of Technology             |

**V. Iranian National Commission for UNESCO**

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. Dr M Reza Saeedabadi | Secretary General                |
| 2. Dr M Mohebbosseini   | Head of Education Department     |
| 3. Dr M Gazani          | Head of Science Department       |
| 4. Dr F Etemadi         | Head of Communication Department |

5. Dr D Kiani  
Head of Social and Human Sciences Department
6. Mr AM Mostakin  
Head of Culture Department
7. Ms P Pourhadi  
Assistant Programme Officer for Education
8. Ms M Hosseinian  
Chief, Public and International Relations Unit
9. Ms M Pirouznik  
Chief, Translation Office

**V. UNESCO Tehran Cluster Office**

1. Mr GR Samarbakhsh  
Senior Programme Officer for Education